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ABSTRACT

A curriculum development model advanced by Allan A. Glatthorn in "A Guide for Developing an English Curriculum for the Eighties" was field tested in a public high school setting. The model consists of five parts: staff development, curriculum mapping, development of a scope and sequence chart, evaluation and modification of the taught curriculum, and development of the curriculum document. The model was adapted to include (1) consultation with administrators, teachers, and a committee of experts; (2) teacher-generated curriculum; and (3) production of a flexible curriculum document in the form of a loose leaf curriculum notebook. The curriculum notebook contained only the mastery curriculum--that part of the curriculum that was to be mastered by all students. Results of field testing indicated that the model was a practicable and desirable method for bringing curriculum scholarship into the classroom, accommodating state and local constraints, encouraging teacher input, and providing for instructional accountability, while honoring teacher autonomy. It proved to be a comprehensive or "Renaissance" curriculum development plan in that it was idealistic, realistic, sensible, and appreciative of the talents of individuals. (Author/HOD)

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A Plan for English Curriculum Development for the Renaissance Eighties

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Abstract

A curriculum development model advanced by Allan A. Glatthorn (1980) in A Guide for Developing an English Curriculum for the Eighties was field-tested in a public high school setting. The model was adapted to include consultation with administrators, teachers, and a committee of experts, teacher-generated curriculum, and production of a flexible curriculum document in the form of a loose-leaf curriculum notebook. The curriculum notebook contained only the Mastery Curriculum--that part of the curriculum that is to be mastered by all students. The results indicated that Glatthorn's model is a practicable and desirable method for bringing curriculum scholarship into the classroom, accommodating state and local constraints, encouraging teacher input, and providing for instructional accountability, while honoring teacher autonomy. It proved to be a comprehensive, or Renaissance curriculum development plan in that it is "idealistic, realistic, sensible, and appreciative of the talents of individuals."

A Plan for English Curriculum Development for the Renaissance Eighties

Curriculum development poses a continuing problem in the language arts. While most educators feel the need for some form of a curriculum to serve as a guide for instruction, the problem of where the curriculum should come from creates widespread disagreement. Should curriculum be developed at the national or state level? Should it originate in the central administrative offices of the district? Should the teachers develop the curriculum? Answers in the affirmative to any of these questions can result in a full range of reactions, from passive resistance to smoldering resentment on the part of those who feel disenfranchised in the development of curriculum. How can the curriculum be developed in a way that allows the parties who should be involved to feel they are making significant contributions? Surely Renaissance methods are called for to solve this extraordinary problem. Renaissance in this case means "idealistic, realistic, sensible, and appreciative of the talents of individuals."

A promising "Renaissance" curriculum development methodology appeared in two publications of Allan A. Glatthorn (1980, 1981). Glatthorn's method seems to fit the definition of Renaissance very well, as I learned from implementing several of his curriculum development ideas (Davis, 1983). Before examining Glatthorn's plan and how it

worked for me, however, it would be wise to examine some of the problems encountered in curriculum development.

Some Problems of Curriculum Development

While there exist several problems for those involved in curriculum development, five in particular seem to stand out because of they bear upon one's approach to design and implementation. These are the lack of a national curriculum, curricular provincialism, unsuccessful implementation, failures in application of research, and system philosophy conflicts. Each is discussed below.

Lack of a National Curriculum

Unlike many other countries, the United States lacks a National language arts curriculum, and this situation is not necessarily undesirable. While a centralized curriculum would relieve us of several difficult decisions--for instance, what to teach to whom and when to teach it--Cheever and Sayer (1982) observe that many local needs would remain unmet, and local autonomy would be strained (p. 601).

Curricular Provincialism

Locally developed curricula, on the other hand, often are fragmented, disjointed, and trivialized. Michael Scriven (1981) makes a wry pronouncement about this problem, saying that "locally designed curriculums are about on a par with home-brewed medicine--once in a while you get lucky, but most of the time you get sick" (p. 39). Scriven refers here to the lack of philosophical comprehensiveness and scientific expertise that are necessary to avoid hit-or-miss

curriculum design. One might say that any resultant curriculum would suffer from curricular provincialism.

Unsuccessful Implementation

Besides the lack of a national curriculum for English, and in addition to difficulties arising from curricular provincialism, implementation failures are a major and widespread problem of curriculum development. Beauchamp (1978) calls implementation failure a "sinful act," and a waste of effort, when teachers fail to implement carefully developed curricula. Consequently, some fine documents find their ways to dusty shelves or desk drawers. Implementation failure is a sad state of affairs for the conscientious curriculum worker, as well as for those who would stand to benefit from the unimplemented curriculum (p. 406). Too often such curriculum failures occur for a single reason: the new curriculum does not represent what teachers feel needs to be taught.

Failures in Application of Research

A fourth problem of curriculum development is the failure of important research to reach the classroom. Three reasons in particular seem to have a great deal of bearing on this failure. First, as this difficulty has been analyzed by Israel Scheffler (1974), much scientific research yields impractical results for the classroom teacher. The goals of scientific research often bear little relevance to the goals of the teacher in the classroom (p. 75). Second, much research is laboratory-based, and not

classroom-based. To slightly modify what Ward (1982) has written, teachers become painfully aware at times that what can be accomplished in a controlled laboratory setting, and what can be accomplished in a classroom setting bear little resemblance to each other (p. 56). Finally, Humes (1976) notes that many research results are so poorly communicated that they never reach the classroom, since they appear in publications that teachers rarely see (p. 6).

System Philosophy Conflicts

Misunderstanding of system philosophy is a fifth problem of curriculum development for the language arts. As Glatthorn (1981) tells us, many curriculum experts regard school districts as "tightly coupled systems," in which the curriculum is sent down from the central administrative office to be delivered as-is to the students in the classroom--hardly a Renaissance method. Glatthorn points out that school districts are actually loosely coupled systems, whose principals, department heads, and teachers are protective of their autonomy (p. 110). Glatthorn thinks that misunderstanding of system philosophy causes curriculum development problems when principals, department heads, or teachers feel disenfranchised by those who prepare the curriculum. Tightly coupled systems often produce curriculum documents that are filed and forgotten, or taught with resentment.

The lack of a national curriculum, curricular provincialism, unsuccessful implementation, failures in

application of research, and system philosophy conflicts make curriculum development a risky business. Methodologies must fit the definition of Renaissance in order to be successful. They must be "idealistic, realistic, sensible, and appreciative of the talents of individuals." This is the point at which to examine Glatthorn's proposals to ascertain whether or not we might call them Renaissance methods.

Glatthorn's Theory of Curriculum Development

Glatthorn (1980,1981) advances a theoretical rationale for curriculum development. Included in the rationale are the criteria for sound curriculum development, theoretical outcomes, and the concept of the four-part curriculum.

Glatthorn's Helix of Curriculum Development Criteria

Glatthorn (1980) sets forth five features of a curriculum development and implementation process that is sound. I call this combination of features "Glatthorn's Helix" (see Figure 1), since the criteria seem to spiral from a theoretical basis to practical application, to require attention at each level, and to require holistic treatment in order to achieve curricular integrity. First, the curriculum must be developed from a scholarly basis. Only when the curriculum is founded upon sensible theory and philosophy can it be of real value. Second, the process must recognize external constraints. Those involved in the development and implementation must be mindful of state requirements and local needs. Third, the process must

inccrporate teacher contributions. Teachers are the

Insert Figure 1 about here

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professionals with the most direct experience implementing curricula, who know the student population best, and who have sensible ideas about what will and will not work in the classroom. In line with soliciting teacher contributions is the fourth criterion--recognition of teacher autonomy. Teachers must feel free to adjust the curriculum to changing classroom needs; they do not need a lock-step curriculum. The fifth criterion is integration of Goodlad's (1977) five curricula--the Ideal, the Formal, the Perceived, the Operational, and the Experiential (see Figure 2).

Insert Figure 2 about here

Goodlad's five curricula (1977). Perhaps this is a good place for a brief description of Goodlad's theory. Goodlad identifies the Ideal Curriculum as that which curriculum scholars theorize would be taught in a "best case scenario"; in other words, this curriculum represents what ought to be taught, to whom, how, and when it should be taught according to the ideals of curriculum thinkers. The Ideal Curriculum can exist only in theory, but it can be useful in development of the actual curriculum. The Formal Curriculum is the curriculum document. This instrument

represents what the state or district says must be taught and believes is being taught and learned. What the teachers believe they are teaching and their students are learning is called the Perceived Curriculum. The Operational Curriculum is the part you or I would perceive as being taught and learned should we observe in someone else's classroom. Finally, the Experiential Curriculum represents what the student thinks she or he is being taught.

An important point relative to Goodlad's model is that a great gulf exists between the Ideal and the Experiential, and even between the Formal and Experiential. A sound Renaissance curriculum development model would seek to close this gulf. We might call the result of this movement curricular actualization. The gulf will never completely disappear, but we must work toward closing it. This work is, of course, curriculum revision.

Theoretical Outcomes of Glatthorn's Rationale

Glatthorn writes that a good curriculum development model must be characterized by simplicity, speed, economy, and focus. A complicated process will yield confused results. A slow process will produce a curriculum that is obsolescent. An expensive process is impractical for districts tightly constrained by budgetary considerations, and a process that lacks focus will result in a diffused curriculum.

Moreover, Glatthorn continues, the curriculum development process should originate with the curriculum

being taught. The assumptions here are that much of the existing curriculum needs to be reorganized, rather than jettisoned, and that much of the taught curriculum needs to be recorded for the first time. Teachers frequently modify and adjust curricular aims, content, and methods, and these modifications and adjustments have to be noted and considered before the new curriculum can be developed.

The objective of Glatthorn's curriculum development model is ultimately to fuse the Ideal, Formal, and Perceived curricula. Thus what scholars think should be taught, what is written in curriculum documents, and what one would see actually being taught in the classroom would be the same.

The curriculum document would include only what Glatthorn calls the Mastery Curriculum--"the heart of the subject." The Mastery Curriculum, described in more detail below, consists of that part of the curriculum which teachers are expected to teach and which all students are expected to master. The curriculum must be syncretically organized, so that unified attention is paid to the student's cognitive, social, academic, and relevant personal development. The curriculum should finally be comprehensive and sequential.

Glatthorn sets four criteria for the curriculum format. First the document must be flexible and adaptable to student needs and to individual teaching style. Next it should be functional--teachers should be able to teach from the actual curriculum guide. Third, the written curriculum must be

open for teachers to add to it. Finally, the curriculum contained in the guide must be adaptable to technological developments in pedagogical methods.

The Concept of the Four-part Curriculum

Glatthorn (1980, 1981) describes a curriculum consisting of four identifiable ingredients--the Student-Determined, the Team-Planned, the Organic, and the Mastery Curricula (see Figure 3). Let me briefly describe each.

Insert Figure 3 about here

The Student-Determined Curriculum. The first of the four curricula is called "Student-Determined" because it grows from student interests. It is not a basic curricular element; nor is it structured, since it is spontaneous. It is enrichment. While the Student-Determined Curriculum is not a part of the written curriculum, it is nonetheless an important part of the whole curriculum.

The Team-Planned Curriculum. The second curriculum is called "Team-Planned" because it is organized informally by teachers working together, usually in team teaching or interdisciplinary situations. Thus the Team-Planned curriculum is not always present, although room must be made for it where it is needed. It is not part of the basic curriculum, but it is structured and written where it is called for.

The Organic Curriculum. The third curriculum is called

"Organic" because it grows from classroom interactions, concerns, and interests. This is part of the basic curriculum. Since it is spontaneous, it cannot be a formally planned part of the written curriculum. Nevertheless, the Organic Curriculum is an important and desirable part of the whole curriculum.

The Mastery Curriculum. The Mastery Curriculum is that part of the curriculum all teachers are expected to teach and all learners are expected to learn. It is basic and structured, not enrichment. The Mastery Curriculum is the part of the curriculum that must be written, and it must be carefully planned, sequenced, and articulated. The Mastery Curriculum is the basis of textbook, educational objective, and test selection.

At least three of these elements must be present--although not all in written form--in order to have a viable curriculum. The fourth, the Team-Planned curriculum, is present only in special situations. It is worth repeating here that the Mastery Curriculum is the only part of the curriculum that must be written into the curriculum document. To prescribe Organic or Student-Determined curricular aims or methods is to attempt to dictate what must be spontaneous. Only what is to be mastered must be prescribed.

Glatthorn's Curriculum Development Model

Glatthorn's model for curriculum development consists of five practical parts (see Figure 4). These parts are

staff development, curriculum mapping, development of a scope-and-sequence chart, evaluation and modification of the taught curriculum, and development of the curriculum document.

Staff Development

The process begins with a series of staff development meetings whose purpose is improve teaching while helping teachers gain insights into curriculum. The focus of the meetings is the practical needs of teaching, but in time it shifts to curricular problem solving. During the final stage of this first phase, the concept of Mastery Curriculum is introduced.

Insert Figure 4 about here

Curriculum Mapping

The second phase--curriculum mapping--is similar to the process set forth by F. W. English (1978), but with a significant difference. Whereas English endorses mapping by administration, Glatthorn's idea is that mapping should be accomplished by the entire faculty whose curriculum is being revised. A committee of teachers supervises the mapping process, and the mapping data are submitted to this body. The purpose of the mapping procedure is to find the substance of the Mastery Curriculum as presently taught; in other words, the taught curriculum is mapped to determine which skills and knowledge teachers are teaching to whom and

when. Glatthorn issues the caveat that teachers must not feel threatened during the mapping phase, since maintaining an ambiance of cooperative effort is important in order to gain valid mapping data.

Scope-and-Sequence Development

The third phase of Glatthorn's model is the development of a rough scope-and-sequence chart. The teacher committee collates the mapped data, determines the range and order of the Mastery Curriculum, and drafts a scope-and-sequence chart.

Evaluation and Modification

Teacher subcommittees work throughout the fourth phase to evaluate and modify the taught curriculum. Subcommittees review the mapped data and rough scope-and-sequence chart. The subcommittees work to resolve conflicts, such as unnecessary repetition of teaching units in different grade levels or courses.

Development of the Curriculum Document

The final phase results in the production of a loose-leaf curriculum notebook. The curriculum notebook consists of the scope-and-sequence chart, a section of research findings pertinent to the curriculum, and a section of unit objectives, possibly prepared as assignment sheets for duplication and distribution to students.

The loose-leaf curriculum notebook reflects current knowledge in the field, and teachers are urged to add to the research section items from their own readings that relate

to the curriculum. The entire curriculum is comprehensive, since it has evolved from the mapping data and the scope-and-sequence chart. Systematic sequencing has been attended to, since the curriculum has been reviewed to avoid needless repetition. Throughout the staff development phase, external constraints have been accommodated, along with community needs and future student needs. Clarity and practicality are present, since the curriculum document has been designed as an actual teaching device. The curriculum is responsive to present student needs because it does not attempt to codify the organic or student-determined curricula. Finally, much care has gone into the correlation of learning expectations by grade level, with the arrangement of assignments, skills, and concepts. Now that Glatthorn's methodology has been summarized, this would seem a likely point at which to describe my experiences in adapting and applying his theories in practice.

Application

During the 1981-1982 school year, I had an opportunity to test some aspects of Glatthorn's theory in a practical context (Davis, 1983). The goal was to create a vocabulary development instructional program for high school students in Grades 11 and 12 that students, teachers, administrators, and a committee of experts would judge satisfactory. After searching for a curriculum development procedure that would fit into the contexts of my study and of the school district in which I was teaching, I came upon Glatthorn's plan

(1981), and arranged to field-test as many elements of it as possible. Certainly the process needed adaptation; for instance, my not being an administrator or a consultant meant that I would neither be able to conduct the staff development meetings nor be empowered to convene committees.

Adaptations and Implementation

Three major modifications were made to Glatthorn's plan (see Figure 4, above). In addition to my lack of administrative authority, the focus of the project was a single part, rather than the entire curriculum. Therefore, the first modification consisted of condensing the staff development phase to a series of English Department meetings. Instead of mapping the taught curriculum, since there was no curriculum to map, the faculty meetings were used as a forum to assess vocabulary development instructional needs as seen by the teachers.

Instead of using committee work to establish the scope-and-sequence chart, I used a committee of experts, described by Oliver (1977) as the "jury system." In keeping with Oliver's description of this method, I met regularly with a curriculum theorist, a language arts curriculum coordinator, and a linguistics specialist. These committee members reviewed and commented on the soundness of the work accomplished, and recommended changes where needed.

Results

My endeavor in curriculum development using the Glatthorn model produced seven noteworthy results. First,

and most noticeable, was that a useful curriculum document was produced in a short time. The curriculum notebook was, in fact, the only document used to teach the vocabulary development program, and it proved satisfactory to the two teachers involved in teaching the program. Second, the curriculum that was developed was theoretically sound--how could it not have been, since the curriculum notebook contained a section of research findings pertinent to the subject matter and to its pedagogical aspects? Third, external constraints were satisfied as a result of frequent consultations with the school district's curriculum director. Fourth, students and inservice professionals expressed satisfaction with both the curriculum development process and the document that was produced. Cost efficiency was the fifth issue. The cost of the procedure consisted of the time taken by the professionals in meetings to suggest items for inclusion in the curriculum, and the cost of reproducing the curriculum notebook, together with class sets of student assignment guides and exercises for each lesson. A sixth result was a teacher-created and teacher-oriented curriculum--what better way to guarantee that the written curriculum and the taught curriculum will be the same thing? The seventh result was that a very teachable curriculum was produced, since all the written curriculum was teacher-created specifically for the classroom.

Discussion

Glatthorn's curriculum development model seems to be an

excellent one for many reasons. First let me assess his theory of the Mastery Curriculum, and then I shall conclude with an evaluation of the model itself.

Practicality of the Mastery Curriculum Theory

The Mastery Curriculum theory proved both sensible and realistic. This element is the proper place for curriculum basics. This concept makes no presumption on teacher autonomy; it is not "teacher-proof," since it is teacher created. Yet the Mastery Curriculum concept provides for educational accountability. The message to teachers and students is, as Glatthorn puts it, "this is the content you are to teach--and you are free to teach it as you wish" (1980, p. 70). Since only curricular basics are included in the Mastery Curriculum, the remainder of the content of the curriculum is available to accommodate other instruction deemed necessary. Thus, if the teacher feels it necessary to construct a unit on the uses of the comma, room exists in the curriculum. Moreover, if the unit proves to be successful, it can be further developed and included as part of the Mastery Curriculum during the next curriculum revision. The plan is clearly and conscientiously flexible. For example, built into Glatthorn's model room is room for experimentation and curricular growth. External constraints are accommodated, for attending to state and local needs is an integral part of the curriculum development process. Finally, the plan is idealistic. Since the Mastery Curriculum grows from scholarship, there is ample

opportunity for the fusion of Goodlad's (1977) Ideal and Perceived curricula.

The Curriculum Development Model

Glatthorn's model is a workable plan--it is practicable. Even with my modifications in place, it can be seen that the model is inexpensive to implement, that administrators and teachers favor it, and that it produces the results Glatthorn predicts.

Administrators favored the model's cost-effectiveness, its accounting for external constraints, and its inclusion of scholarship. Costs included teacher time already reserved for faculty meetings, and expenses for duplication of the curriculum notebook, produced in-house by the district's Copy Center. Although there were minimal state and local requirements involved, administrators appreciated the fact that the model is designed to allow for these constraints. Administrators recognized the steps taken to avoid curricular provincialism. For example, they could easily see the fusion of Goodlad's (1977) five curricula, since the scholarship in evidence in the curriculum notebook's research findings section was in evidence in the lesson plans, as well.

Teachers appreciated the process and the product of the curriculum development procedure. Glatthorn's plan is appreciative of the talents of individuals, in that it satisfies the call for teacher input that we have heard recently from national studies of the schools (e.g.,

Goodlad, 1984, p. 194), as well as from the popular press. Teachers felt their professional training, knowledge, and experience were valued, since their contributions had been solicited, carefully considered, and incorporated. They might have gained still more professional self-respect, had Glatthorn's model been used without modification.

Teachers involved in the study found the curriculum document to be one of the most idealistic, yet sensible elements of Glatthorn's model. They reacted enthusiastically to the idea of actually teaching from the written curriculum document. They recognized the value of the brief summaries of research findings that were included in the curriculum notebook.

It remains to be said that Glatthorn's curriculum development model should be field-tested in other areas of the language arts curriculum besides vocabulary development, and in other disciplines besides English, as well. Clearly, the Mastery Curriculum concept is sound curriculum theory because of its practicality, its provision for professional accountability, and its flexibility. Clearly, a curriculum development process that employs scholarship, curriculum mapping, teacher input, satisfaction of external constraints, and that produces a curriculum document that is flexible, sound, and teachable deserves thorough consideration.

Based on my experience adapting and implementing Glatthorn's curriculum development model, I conclude that it

indeed fits the definition of Renaissance as "idealistic, realistic, sensible, and appreciative of the talents of individuals." This plan seems well suited for English curriculum development for the Renaissance eighties.

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Author Note

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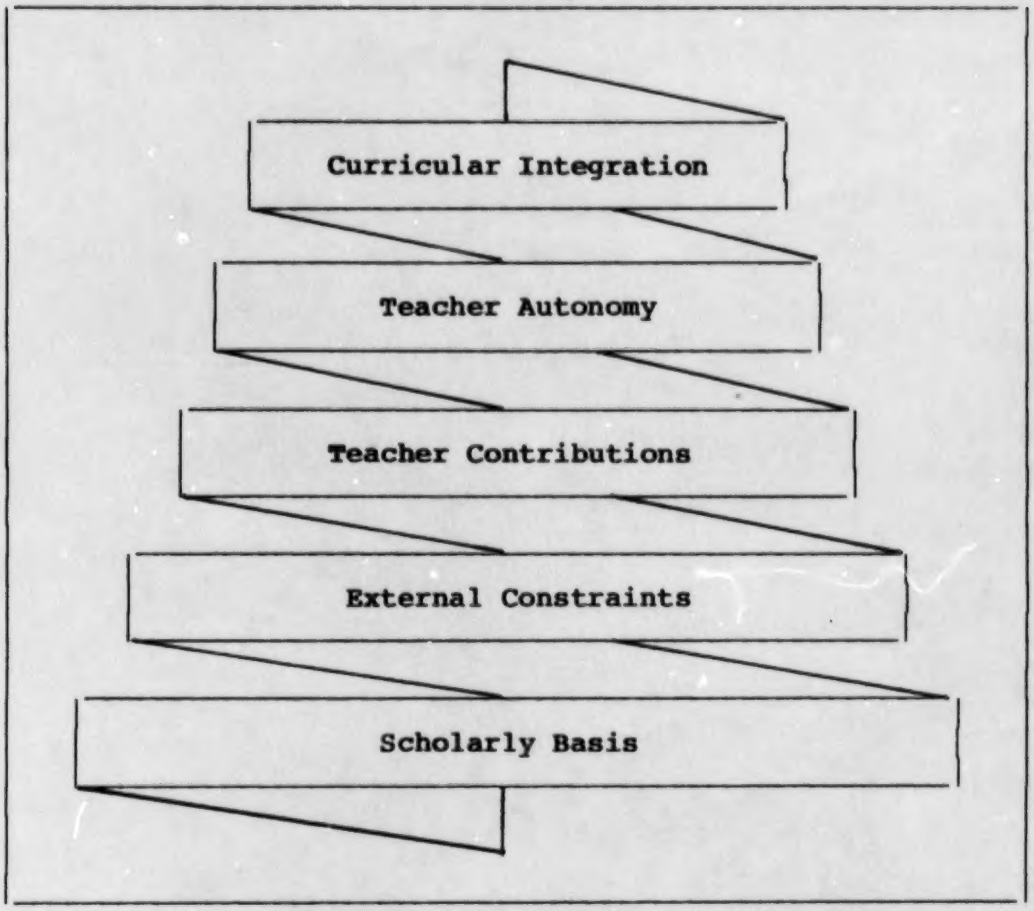
Figure Captions

Figure 1. Glatthorn's Helix--the five integral features of a sound curriculum development process (1980).

Figure 2. Goodlad's (1977) five curricula.

Figure 3. Glatthorn's (1980) four-part curriculum.

Figure 4. Glatthorn's (1980) curriculum development model for the Eighties, shown with my modifications.


Curricular Integration
Teacher Autonomy
Teacher Contributions
External Constraints
Scholarly Basis

The Ideal Curriculum

theoretical, prescribed by curriculum scholars

The Formal Curriculum

documentary, prescribed by the state or district

The Perceived Curriculum

teacher-perceived

The Operational Curriculum

observer-perceived

The Experiential Curriculum

student-perceived

STRUCTURE	ESSENTIALITY		
		BASIC	**ENRICHMENT**
	STRUCTURED	Mastery	Team-planned
	NONSTRUCTURED	Organic	Student-determined

Note. From A Guide for Developing an English Curriculum for the Eighties (p. 29) by A. A. Glatthorn, 1980, Urbana, IL: National Council of Teachers of English. Copyright 1980 by the National Council of Teachers of English. Adapted by permission.

Glatthorn's Procedure	... My Modifications
1. Staff development meetings focusing on instruction, but leading to curricular issues	... Meetings with school district curriculum coordinator and teachers to assess vocabulary curricular needs
2. Map the taught curriculum	... Researched vocabulary development literature
3. Use mapping data to develop scope-and-sequence chart	... Used findings from meetings and literature to develop scope-and-sequence chart
4. Evaluate and modify taught curriculum for consistency with research findings, external constraints, and other criteria	... Used findings from literature, consultation with committee of experts to evaluate soundness and consistency of curriculum being developed
5. Develop loose-leaf curriculum notebook, containing the Mastery Curriculum	... Developed loose-leaf curriculum notebook, containing the Mastery Curriculum